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ABSTRACT

This document reports the results of a study conducted by the College of Eastern Utah (CEU) to determine the educational needs and desires of persons within its service area. Data used in this study were obtained by surveying 175 CEU students, 112 area educators, 131 area businesses, and 253 members of the general public. Results indicated that: (1) more than 36% of the general public were interested in taking courses or in a program of study; (2) nearly 40% of the public interested in classes would prefer evening offerings; (3) over 50% of the CEU students were interested in evening classes; (4) over 50% of the businesses interviewed were either involved in employee training or would like their employees trained; (5) area businesses and educators were interested primarily in evening classes; and (6) the greatest interest was in the areas of the humanities and the applied sciences, while the least interest was in the areas of physical education, science and math. Recommendations include the planning and implementation of evening classes, initially on a small level, and vigorous recruiting efforts to ensure appropriate enrollments for evening programs. (JDS)

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THE C.E.U. CURRICULUM:

HOW CAN IT FULFILL THE NEEDS

OF STUDENTS AND COMMUNITY?

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College of Eastern Utah
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September 1976

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Introduction

According to the "Community College Concept", community colleges exist for a set of specific purposes, some of which do not parallel those of four-year colleges and universities. According to Dennison, Tunner, et al., the common purposes of community colleges may be summarized as follows:

-- preparation, after pre-professional education, for transfer to a university;
-- preparation for entry or re-entry into employment;
-- remedial and general education for students of all ages;
-- general services of a wide variety for the community;
-- particular concern for the part-time student.[1]

There is some evidence that the College of Eastern Utah, (C.E.U.), is not completely fulfilling its role of providing its community with all of the above services. It should be noted that only the first of these fits the traditional mold of a junior college. Some of the evidence that CEU is not fulfilling all of its purposes is apparent in the demographic data on CEU students available in the Office of Institutional Research report, "Current Students' Reactions to and Opinions of the College of Eastern Utah - Winter Quarter, 1976". In this report it is seen that the average age of CEU students is 21 years. This is far lower than the national average age for community college students, which indicates that most of CEU's students are "traditional" college students and not students partaking of CEU's community college aspects. In addition, only 17 percent of CEU's students are taking fewer than 12 credit hours and only 9 percent are employed full-time while attending school. These figures again illustrate the small number of students attending CEU who fit into the community related purposes of a community college.

The fact that CEU's current emphasis appears to be related to the "traditional" student should not prejudice one's view of the future of CEU. In its statement of purpose the college affirms that it is here to serve the entire community. How can the college serve the community unless it knows what the community wants? Hence, the rationale for this study. This report deals with the curriculum and schedule of courses at CEU and the community's desires in these areas. One specific area of investigation is the practicality of offering enough classes in the evening hours to allow students to graduate without having to attend school during the day; thus, presumably, providing greater opportunities for educational achievement by those in the community.

Methodology

The information used in producing this report was gathered from several sources. During the ninth week of Winter Quarter, 1976, a sample of 175

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1 John D. Dennison, Alex Tunner, Gordon Jones and Glen C. Forrester, The Impact of Community Colleges (Vancouver, Canada, 1975); p.1.

current CEU students was taken. These students provided information as to classes and programs which they wanted to see added to the CEU curriculum. In April and May of 1976, students from the local high schools (Carbon, East Carbon, and Emery County) were used to contact local business managers and residents and, in the case of Emery County, members of that County's education association. The same form with differnt sections applicable to the different respondents was used by the students in interviewing the respondents. Members of the Carbon County Education Association were contacted by Boyd Bell of the Board of Education and asked to fill out the forms themselves. These methods resulted in 112 educators being contacted out of approximately 250 total, 131 businesses contacted out of approximately 500, and 107 members of the general public contacted. The latter figure was thought to be too small to provide the kinds of information desired and so in June 1976, several people were hired to interview additional members of the general public in the Price and Helper area. These interviews resulted in 146 more respondents for a grand total of 253 members of the general public.

The 112 educators are comprised of those contacted by students in Emery County and those in Carbon County who returned their forms to Boyd Bell. This number represents approximately 45 percent of all those in the education associations of the two counties. Since this relatively large proportion of members did respond, it was felt likely to represent the entire membership effectively. This assumption is backed up by statistical evidence: when χ^2 tests are used to see if the responses from Emery County differ from those of Carbon County, thus testing the assumption that the responses from Emery County may be combined with the total without distorting the results, no significant differences are found to exist.

The 131 businesses contacted represent approximately 26 percent of the businesses in CEU's community. It was hoped that all 500 would be contacted but this goal was not reached by the high school students doing the interviewing. It is assumed that the 131 that were contacted do represent the population of businesses as a whole, and so the results are used in this report.

The 107 members of the public contacted by the high school students were people whose names had been randomly selected from the telephone book. The additional 146 persons were people selected by a random block process throughout Price and Helper. These included people not in the telephone book. Despite the two methods of selection used, it is nevertheless felt that the total sample of 253 does adequately represent the population in the area of the College of Eastern Utah. This assumption is again backed up by statistical evidence: when χ^2 tests are used to see if the responses from Emery County differ from those of Carbon County, thus testing the assumption that the responses from Emery County may be combined with the total without distorting the results, no significant differences are found to exist. Likewise, no differences exist in the responses for the groups of people contacted by the high school students and those subsequently contacted.

Results

The first area to be considered is that which was mentioned in the introduction, i.e. the feasibility of offering the classes at night that would enable an individual to graduate from CEU while attending school solely in the

evening. There are several factors which must be considered in evaluating this possibility. First, and most obvious, in order for this plan to succeed a sufficient number of students must be enrolled in each class offered in order for each class to be taught. If this condition is met then it is certain that some of the students enrolled in the evening classes would otherwise have been enrolled during the day. If too many students attend classes at night then it is conceivable that some of the day offerings would have to be dropped. In this case, students who could only attend school during the day would be hurt by the evening offerings and a segment of the population previously served by the college would be deprived of those services. In this case an additional source of day time students would have to be found or else the night program would be impractical because of the damage inflicted by it on the day program.

In the survey of residents in the area of the College of Eastern Utah, the respondents were given a list of the areas in which CEU offers courses and they were asked to express any interest they might have in obtaining a degree in any of the areas listed or in taking any classes or any of the programs listed. If any positive responses were given, they were asked whether they would prefer to take their classes during the day or at night. The Public's interest in classes, programs and degrees may be traced in the following tables:

Are there any classes which you would be interested in taking?

RESPONSE	NUMBER	PERCENT	95% CONFIDENCE INTERVAL
Yes	92	36.4	30.2 - 42.5
No	151	59.7	53.4 - 65.9
Don't know	10	4.0	1.3 - 6.6
TOTAL	253	100.1	

Are you interested in any of these programs of study?

RESPONSE	NUMBER	PERCENT	95% CONFIDENCE INTERVAL
Yes	95	37.5	31.4 - 43.7
No	141	55.7	49.4 - 62.1
Don't Know	17	6.7	3.4 - 10.0
TOTAL	253	99.9	

Are you interested in obtaining a degree in any of these programs of study?

RESPONSE	NUMBER	PERCENT	95% CONFIDENCE INTERVAL
Yes	47	18.6	13.6 - 23.6
No	192	75.9	70.4 - 81.4
Don't Know	14	5.5	2.5 - 8.6
TOTAL	253	100.0	

The total number of those who expressed an interest in any one or in more than one of the above categories is shown below.

Interest in classes, programs, or degrees.

RESPONSE	NUMBER	PERCENT	95% CONFIDENCE INTERVAL
Yes	129	51.0	44.6 - 57.4
No	112	44.3	37.9 - 50.6
Don't Know	12	4.7	1.9 - 7.6
TOTAL	253	100.0	

When those who expressed an interest in any of the programs were asked when they would prefer to attend classes they answered in the following manner:

If the classes you wanted to take were available at anytime, would you prefer to take them:

RESPONSE	NUMBER	PERCENT	95% CONFIDENCE INTERVAL
during the day?	38	29.5	21.2 - 37.7
at night?	51	39.5	30.7 - 48.4
no response	40	31.0	22.6 - 39.4
TOTAL	129	100.0	

According to 1975 census estimates the combined population of Carbon and Emery Counties totals 25,600. As a conservative estimate of the adult population in the two counties the figure 9000 will be used as a base figure in the following computations. Using this base and the information contained in the preceding tables some extrapolations will now be made. In order to get the most conservative estimates it will be assumed that none of those answering "don't know" to any of the above would be interested in any of the programs mentioned. In addition the lower confidence limit for those who indicated interest will be used and the estimate will be rounded to the lowest fifty.

Using the above procedure, a minimum of 2700 persons in the two counties are interested in taking a class CEU offers. A minimum of 2800 are interested in one of the programs of study and a minimum of 1200 are interested in obtaining a degree that CEU offers. Remembering that these figures are conservative, it is staggering to examine them and see the potential for students which exists for CEU in the local area. Combining all three categories above it appears that there are at least 4000 people in the area surrounding CEU that have some interest in furthering their education and could do so at CEU.

Now, to judge the interest in taking courses at night, and again to take the most conservative estimate, it is assumed that none of those who did not indicate when they would prefer to go to school will go. In addition, once again, the most conservative confidence limit will be used in estimating the number willing to attend at night. This procedure indicates that there are a minimum of 800 interested in classes, 850 interested in programs, 350 interested in a degree and a total of 1200 interested in attending CEU at night. It is certain that in reality there are more than this who would be interested in attending CEU. The challenge to CEU is to first, identify these potential students, second, offer them what they need, and third, enroll them.

Out of the potential 4000 who are interested in furthering their education 129 are identified by this report. To help answer the second challenge, the following table illustrates in several broad categories the classes, programs and degrees which the respondents expressed interest in and preferred involvement with at night.

Public's Interest in Classes, Programs or Degrees in the Evening

AREA	CLASSES #	CLASSES %	PROGRAMS #	PROGRAMS %	DEGREES #	DEGREES %
TECHNICAL	15	34	17	45	1	6
BUSINESS	9	20	11	29	5	28
SCIENCE & MATH	6	14	8	21	1	6
HUMANITIES & SOCIAL SCIENCES	19	43	24	63	7	39
HOME ECONOMICS	12	27	10	26	0	0
PHYSICAL EDUCATION	1	2	2	5	1	6
TOTAL INDICATING INTEREST	44	—	38	—	18	—

As this table shows, the greatest interest is in the areas of the humanities and the applied sciences. For a more detailed breakdown of the public's interest see the appendix.

The CEU students that were surveyed were asked to express their interest in taking classes during the evening and their response was as follows:

If classes you wanted were available either at night or during the day, would you take some classes at night?

RESPONSE	NUMBER	PERCENT	95% CONFIDENCE INTERVAL
Yes	87	50.3	44.0 - 56.6
No	52	30.1	24.2 - 35.9
Unknown	34	19.7	14.6 - 24.7
TOTAL	173	100.1	

It appears that (using the same minimum criterion described above on a base population of 500 students) at least 200 regular day students could be counted on to enroll in evening classes if the classes they wanted were available then. The students' interest in classes to take at night is summarized in the following table:

Students' Interest in Classes in the Evening

AREA	NUMBER	PERCENT
TECHNICAL	10	11
BUSINESS	10	11
SCIENCE & MATH	5	6
HUMANITIES & SOCIAL SCIENCES	22	25
HOME ECONOMICS	8	9
PHYSICAL EDUCATION	15	17
TOTAL INDICATING INTEREST	87	--

Once again the humanities and applied science divisions capture the greatest interest.

If 200 students, most of whom were enrolled solely in day classes, suddenly enrolled in one or more evening classes it is obvious that the effect would be detrimental to the day program. However, as noted above, there is interest amoung the public in taking classes during the day. Using the conservative procedures outlined above for estimating interest, the following figures are obtained: 500 interested in classes; 550 interested in programs; and 250 interested in obtaining a degree. The total interest in enrolling for classes in the day time may be estimated as at least 800 people. It is readily seen that this is four times as great as the number of students who could be lost from day classes because of the evening program.

The following table describes which classes, programs and degrees (in broad, general areas) the public expressed interest in taking either in the day time or indicating no time preference.

Public's Interest in Classes, Programs or Degrees (day time or no preference)

AREA	CLASSES		PROGRAMS		DEGREES	
	#	%	#	%	#	%
TECHNICAL	13	27	20	35	4	14
BUSINESS	9	19	17	30	4	14
SCIENCE & MATH	10	21	14	25	7	24
HUMANITIES & SOCIAL SCIENCES	30	63	31	54	8	28
HOME ECONOMICS	8	17	16	28	1	3
PHYSICAL EDUCATION	1	2	1	2	0	0
TOTAL INDICATING INTEREST	48	—	57	—	29	—

All of the above data indicate that there is a substantial interest in education in CEU's community. The need and the interest is present to justify providing the opportunity to graduate by attending school at night. It is definitely possible. In fact, in light of the rapid rate of growth in the local population, it seems reasonable that CEU could plan on at least 500 students from the community enrolled in its regular academic programs each quarter in addition to those who enroll after graduation from high school and those who enroll in special educational programs. Such a goal seems very realistic but it will not be achieved immediately nor without much work on the part of those at CEU.

The initiation of this relatively much higher degree of participation by

the public in education at CEU will require an all-out recruiting effort among the local community. This recruitment will have to be done on the same scale and with the same vigor as that currently done on the high school level. The methods will of necessity have to be different. Whereas CEU is in competition with other schools for high school students, the competition for members of the community appears mainly to be with apathy and the use of time. It seems realistic to believe that if someone is shown great benefits which he can receive by attending CEU which he could not otherwise receive, he will choose to attend CEU. For the working person, the advantage of being able to attend at night without having to leave the job would seem impossible to resist.

It is suggested that steps be taken to begin offering complete programs in the evening. In order to gain experience in recruiting and in order not to overextend CEU's resources, it is suggested that at first only one or two programs leading to a degree be started in the evening. Since the most interest was in the humanities and applied science fields, a program out of these divisions seems a logical choice. As time goes on more programs may be started depending on the success and degree of commitment to those already running. As new programs are started and those already in operation continue, it seems that eventually the practice of enabling people to graduate while attending at night will be a self-continuing process. However, the caution must again be voiced that success in this endeavor will require a total commitment to attracting students from the community for both the evening classes and those already offered in the day time. Success will be profitable not only in terms of increased students and dollars but because CEU will be fulfilling much more completely the purposes for its existence. The potential for success is immense, based upon interest in education in the community. The key is to convert that interest into students.

As mentioned in the section on methodology, 131 businesses in the area surrounding CEU were contacted. They were asked whether their employees were currently involved in any training programs. They were also asked if they were interested in having their employees involved in any kind of training program and if so, what kind. The responses to these questions are illustrated below.

Number of Businesses Currently Involved in Training Programs <u>not</u> Administered by CEU

TYPE OF TRAINING	NUMBER	% of TOTAL
TECHNICAL	18	14
BUSINESS	13	10
SCIENCE & MATH	2	2
HUMANITIES & SOCIAL SCIENCES	2	2
HOME ECONOMICS	1	1
TOTAL INVOLVED	34	26

Number of Business Who Would Like Their Employees Trained.

TYPE OF TRAINING	NUMBER	% OF TOTAL
TECHNICAL	12	9
BUSINESS	17	13
SCIENCE & MATH	4	3
HUMANITIES & SOCIAL SCIENCES	6	5
HOME ECONOMICS	1	1
NO RESPONSE	7	5
TOTAL INTERESTED	42	32

The above tables show that over 50 percent of the businesses interviewed were either already involved in training programs for their employees or else expressed an interest in having their employees trained. In addition, it should be noted that many of the other businesses interviewed had no employees, the owner being the sole employee. Most preferred to have their employees trained during the evening hours and many expressed an interest in sharing the cost of tuition with their employees upon completion of the program. (See the appendix for complete listings of all relevent information.) Since the area of business attracts the greatest interest amoung those desiring to have their employees trained, it would seem reasonable that a program in business be one of the first programs set up to allow completion at night. If arrangements were made with businesses for students, supplementing those attracted from the community, it seems success for such a program could be guaranteed.

The table in the appendix illustrates the nature of the training programs in which businesses in the area are already involved. It should be noted that many are in areas which are offered by CEU. Such cases are examples of how CEU is not taking advantage of its opportunities nor is it serving its business community. These businesses should be approached and made aware of how CEU can supply them with the training they need as well as the savings which they can realize by having the training provided locally. Of course some local branches of national businesses may be involved in company supplied training programs. An aggressive approach to recruiting such businesses may yet pay dividends. If CEU can supply locally and at a lower cost what companies are presently importing from distant regions, it seems reasonable that in most cases they will choose to have CEU supply the required services.

The members of the education associations were asked to list the classes they needed to take to maintain their teacher certification. In some cases these included upper division courses which, of course, CEU does not offer. However, the local teachers indicated many courses which they needed that CEU could offer. The teachers, naturally, preferred to take these courses in the evening. The following table lists the areas in which teachers desired training to continue their certification. (Complete details are furnished in the appendix.)

What specific classes do you need to maintain your certification?

AREA	NUMBER	% OF TOTAL
BUSINESS	4	4
SCIENCE & MATH	11	10
HUMANITIES & SOCIAL SCIENCES	21	19
EDUCATION	26	23
HOME ECONOMICS	2	2
PHYSICAL EDUCATION	4	4
TOTAL	68	61

Represented by these figures are individuals who have to take the listed courses. If they are not given the opportunity to take them at CEU then they will take them elsewhere. These are people in the community with a definite need for education. If CEU does not fulfill those needs which it can it is not living up to its name as a community college.

In addition to the classes and programs listed above which businesses desired for their employees and educators needed for their certification, the business leaders and educators also listed many areas where they had a personal interest in taking classes, programs, etc. Primarily their interest in these programs was confined to the evening hours. However, some of the business leaders expressed interest in taking courses during the day. (Details may be found in the appendix.) These interests are illustrated in the following table.

Individual Educators' or Business Leaders' Interest in Classes, Programs or Degrees.

AREA	CLASSES	PROGRAMS	DEGREES
TECHNICAL	4	12	0
BUSINESS	6	21	1
SCIENCE & MATH	15	16	1
HUMANITIES & SOCIAL SCIENCE	29	55	6
HOME ECONOMICS	3	5	0
PHYSICAL EDUCATION	7	13	0

The above figures are not taken from as large a population as the figures given for the public, thus, they do not represent as great a potential for future students at CEU. Nevertheless, the interest is obvious and anything CEU can do to provide these people with some of the educational opportunities they desire will further help CEU to fulfill its purposes.

The last area to be considered in this report covers that of suggested additions to the curriculum at CEU. Input in this area comes primarily from the survey which was taken of CEU students, however, members of the public did have some additional suggestions.

In answer to the question, "Are there any classes you would like to take at CEU but can't because they are not offered?" the students responded as follows:

RESPONSE	NUMBER	PERCENT	95% CONFIDENCE INTERVAL
Yes	73	45.3	38.8 - 51.9
No	88	54.7	48.1 - 61.2

In response to the question, "Is there a major program that CEU does not offer that you would become involved with if it were offered at CEU?" the students answered as follows:

RESPONSE	NUMBER	PERCENT	95% CONFIDENCE INTERVAL
Yes	44	30.3	23.9 - 36.8
No	101	69.7	63.2 - 76.1

As these tables show, the students have many educational desires not yet met in CEU's curriculum. In conjunction with the above questions, the students were asked to list the classes or majors which they wanted to see taught at CEU. Those classes or majors which received three or more votes from the students are illustrated below.

AREA OR CLASS	NUMBER WANTING CLASS	NUMBER WANTING MAJOR
ELECTRONICS	7	4
COMPUTER SCIENCE	4	3
FRENCH	3	0
POLICE SCIENCE	1	3

In addition to these courses there were two students and several members of the public who expressed interest in a program of study in carpentry. Several courses which many of the female respondents to the public survey mentioned were auto mechanics for women and minor repairs of home appliances. Of course none of these areas received great numerical support. However, since the respondents were thinking independently, it is probable that more people than indicated would become involved if any of these programs were offered. Nevertheless, hard data to support this supposition is unavailable. Further work would have to be done to give any kind of realistic idea as to how successful any of the above programs would be. It is recommended that if any of these programs receive consideration for future offerings that work be done with the local high schools as well as the public to determine if any significant interest exists among CEU prospective students. Based on the current data though a preliminary guess would be yes.

Summary

The information contained in this report clearly points out the great lengths CEU must go to before it comes close to fulfilling the goal of becoming a community college. Simultaneously, the information contained in this report clearly points out the enormous potential which currently exists for CEU. Added to that potential is the already known future potential which exists in the local area due to industrial growth and concurrent population growth. CEU has a virtual gold mine at its doorstep. Through intelligent, planned growth of CEU's capacity to serve the community, this mine may begin to be tapped and the profits may begin to be distributed, both to the public and to the school.

It is strongly recommended that plans be laid and carried out for the offering of classes during the evening that will enable a student to graduate

without having to attend school during the day. It is possible, and viewing the area's potential, quite probable, that in the future more students will attend CFU at night than currently do in the day. Such an achievement in the future will require the commitment of the current faculty and administration to the success of whatever programs are offered at the present. If that commitment is made, then growth for CEJ seems guaranteed.

The Appendix, giving names and addresses of respondents, has been deleted from the document.

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